

NCEL 423: INTERMEDIATE ENGLISH AS A SECOND LANGUAGE III

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Units:	0
Hours:	10 lecture per week (120 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 5 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Modals - Use modals of necessity, expectation, future possibility, and conclusion.
- Vocabulary - Apply words learned by using them to write original sentences that reflect the students' understanding of the word.

Description

This is the final intermediate level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is to help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

Course Objectives

The student will be able to:

- Demonstrate understanding of spoken English at the intermediate III level (described in section F of Course Content)
- Communicate using intermediate III level English
- Read sentences and paragraphs at intermediate III level English
- Use a learner's dictionary of English
- Write sentences and short passages at the intermediate III level English
- Demonstrate knowledge of the intermediate III level English grammar

Course Content

- Demonstrate understanding of spoken English at the intermediate III level
 - Complete listening tasks involving target language
 - Comprehend questions and follow directions from the instructor or other students
 - Respond to listening tasks on CD
 - Answer questions based on listening material used in class, e.g., internet sources, newscasts, movies, songs
- Communicate using intermediate III level English

- Speak comprehensibly
 - Linking final -ing sound with an initial vowel sound
 - Pronounce words with appropriate stress and reduced vowels
- Stress in infinitive phrases
- Stress in adjective + infinitive phrases
- Stress in reflexive and reciprocal pronouns
- Stress on noun and pronoun objects of phrasal verbs
- Stress in short answers with modals
- Stress on modals that express conclusions
- Reduction of "to," "for" and "on"
- Reductions of "have to" and "have got to"
- Reductions of "supposed to" and "going to"
- Ask and answer questions comprehensibly
- Talk about present, past and future experiences comprehensibly (including the combination of the past and present using the present perfect)
- Participate in conversations and small group discussions
- Use modal verbs of necessity, expectation, future possibility, and conclusion
- Read sentences and paragraphs at the intermediate III level
 - Demonstrate the ability to read for meaning
 - Use context clues to guess meaning
 - Use a learner's dictionary to find the meaning of words
 - Use knowledge of prefixes and suffixes to access meaning
 - Look for main ideas
 - Look for supporting ideas
 - Demonstrate the ability to read critically
 - Express opinions about the reading
 - Make inferences about the reading
 - Relate readings to personal experiences
- Use a learner's dictionary of English
 - Determine a word's part of speech from its context
 - Find the meanings of a word based on the part of speech
 - Select the appropriate definition of a word
- Write sentences and paragraphs at the intermediate III level of English
 - Combine sentences with: and, but, or and so
 - Combine sentences with: because, although, and even though
 - Use pronouns for coherence
 - Write short passages about personal experiences within the intermediate III level
- Demonstrate knowledge of the intermediate III level English grammar
 - Modals
 - Necessity
 - Expectations
 - Future possibility
 - Conclusions
 - Wh-questions about the subject and the object (in various tenses/aspects, and modals expressions)
 - Gerunds: subjects and objects; gerunds after prepositions
 - Infinitives: after verbs, infinitives of purpose
 - Pronouns: reflexive and reciprocal
 - Phrasal verbs

Lab Content

Not applicable.

Special Facilities and/or Equipment

None required.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

In-class exercises
 Homework exercises
 Dictations
 Speaking/pronunciation activities
 Listening activities
 Reading activities
 Write short passages

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion
 Oral presentations
 Demonstration

Representative Text(s) and Other Materials

Although the following texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Grammar:

Fuchs, Marjorie, Margaret Bonner, and Miriam Westheimer. Focus on Grammar 3: An Integrated Skills Approach. 4th ed. White Plains, NY: Pearson Education, Inc., 2012. (Chapters 23, 24, 25, 26, 27, 28, 29, 30, 31, & 32)

Fuchs, Marjorie. Focus on Grammar 3 workbook. 4th ed. White Plains, NY: Pearson Education, Inc., 2012.

Reading:

Haugnes, Natasha, and Beth Maher. NorthStar Reading and Writing: Basic/Low Intermediate (Level 2). White Plains, NY: Pearson Education, 2009.

Dictionary:

Longman Dictionary of American English. 6th ed. White Plains, NY: Pearson Education, Inc., 2015.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading to learn reading skills and develop vocabulary
 - 1. Read multi-paragraph texts of about 500 words
 - a. Identify main ideas and details, write reactions to readings, do vocabulary exercises
- B. Guided writing
 - 1. Personal narratives in the present and the past
 - 2. Letters
 - 3. Journal entries
 - 4. Dialogues

Discipline(s)

English as a Second Language (ESL): Noncredit